



Comprehensive Core Reading Program Self-Evaluation

A completed self-evaluation must be submitted on or before June 15, 2011 to: textbook@doe.in.gov.

Subject Area in which submitting	Reading													
Category for which submitting	Comprehensive Core Reading Program													
Publisher	McGraw-Hill Education													
Title of submission	McGraw-Hill Reading Wonders													
Copyright date	2014													
Intended Grade Levels	K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana's Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

Person preparing the self-evaluation:

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Signature

Date

6/15/12



WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

This is a new scientifically-based reading program built on the Common Core State Standards. Currently it is being reviewed by four states and scheduled to be piloted in two states. Efficacy studies will begin in the fall 2012.

HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students: McGraw-Hill Reading Wonders provides the latest of proven researched-based English Learner instruction. The Authorship Team for Reading Wonders was created with the expertise of nationally-recognized academics including Diane August (author of the National Panel Report on Language-Minority Children and principal investigator in the Brownsville, Texas, ELD study), Dr. Donald Bear (author of *Words Their Way with English Learners*), Jana Echevarria (co-creator of the SIOP model and principal researcher at the Center for Research on the Educational Achievement and Teaching of English Language Learners), and David Francis (Director of the Center for Research on the Educational Achievement of English Learners). Their classroom-tested and validated instructional practices form the basis of the program.

- At point of use in the Teacher's Wrap-Around there are English Language Learner Scaffold Boxes that allow ELL students to engage with the content the same as the rest of the class engages. Beginning, Intermediate, and Advanced leveled questions, prompts or expected responses are provided for the core instruction. The ELL Leveled Reader, Shared Read and other specific ELL instruction incorporate the same CCSS skills and strategies as the Whole Group instruction.

- The program also includes specific ELL Small Group Instruction (See the "Yellow Pages" in the Teacher's Edition) daily lesson plans. English Language Learners read the Shared Read in a small group setting. As the teacher models the skills and strategies of the week, ELL students interact with the text and the illustrations as they point out text evidence and gain a deeper understanding of the text. Additionally, the teacher models and explains the vocabulary strategy and the phonics skill of the week and provides opportunities for students to practice.

Innovative Resources with Research-Based Instructional Routines available in Reading Wonders are highly scaffolded, scripted, flexible, interactive, and make teachers' lives easier by reducing the amount of prep time needed to effectively teach the lessons. These resources include the Visual Vocabulary Cards, Sound-Spelling Cards with moving mouth articulation support, Language Transfer book, Retelling Cards, and Oral Vocabulary Cards. Digital support including interactive games, visual glossary, and audio files for all texts students read are included.

Special Education Students: Special Education Students require a wide range of student levels along with multiple pathways of instruction. Reading Wonders proven Tiered approach to instruction provides teachers with the print and digital tools necessary to support Special Education Students' needs. Tier 1 represents the core curriculum that is found in the Reading Wonders Teacher's Edition, which includes whole class instruction as well as differentiated instruction for four groups: Approaching/Strategic Students (Orange Level); On/Benchmark Level (Blue Level); Above/Advanced Level (Green Level) and English Learners (Purple Level). In addition to differentiated instruction in the Teacher's Editions there are four leveled Practice Readers per week: Approaching/Strategic (Orange); On/Benchmark Level (Blue); Above (Green) and English Learners (Purple). Tier



2 support is found in the Teacher's Edition Yellow Pages for Small Group Instruction which include daily instruction/lesson plans for phonemic awareness, phonics, vocabulary, comprehension and fluency. Approaching Leveled Readers (Orange Level) can be used to teach, model, and apply the core skills of the week with a more accessible text. Decodable Books (Gr. K-2) and decodable passages for grades 3-6 provide text needed to practice the application of foundational skills. The Reading Wonders Teacher Resources include Approaching Level Online Reproducibles that mirror the Practice book with pages at an Approaching or Strategic Level. Strategic Intervention lessons are also available online and include additional Tier 2 support addressing the foundational skills in vocabulary, phonemic awareness, phonics, fluency, writing/grammar and comprehension. Reading Wonders provides teachers and students with the necessary tools to meet the needs of Special Education students and ensure each student's educational success.

High Ability Students: Reading Wonders provides excellent support for High Ability Students with Beyond Level instruction every week. Small group instruction provides targeted lessons and activities for students who are performing above grade level. The Beyond Level Reader provides a more challenging text for these students. The small group lessons include specific lessons for Gifted and Talented students. This approach provides a clear roadmap for preparing and accelerating students for the next grade level's expectations. These resources include a Weekly Five-Day Plan, Beyond Level Readers (every week), and Beyond Level online Practice Reproducibles. Other resources appropriate for advanced students include: Leveled Reader Database allowing students to scaffold to advanced reads in their own grades or above, as well as Research and Inquiry Activities each week with a more extensive Research and Inquiry opportunity at the end of each unit. When designing Reading Wonders, authors made sure that this framework was easy and accessible to teach in the core teacher's edition so that high ability students are always a focus and connected to upcoming grade level content both in whole group and small group instruction.

DESCRIPTION OF SUBMISSION

I. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE READING PROGRAM

The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.

I a. Educational Approach

As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

Educational Approach:

Reading Wonders is a new, comprehensive, researched-based, reading/language arts program for grades K-6 built on the Common Core State Standards integrating reading, writing, listening and speaking. The primary grades focus is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades.

The focus in primary grades is to build strong reading foundations and provide consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS. Whole



and small group instruction is designed to stretch, scaffold and support all students to access text in the given complexity bands. For students who are struggling to access grade-level text, scaffolding is provided in small group instruction. Instructional support identifies the complex elements of the text and provides specific scaffolding to be used with students that struggle with those elements.

Reading Wonders has a strong reading/writing connection integrated throughout the program. Students are asked weekly to “write about reading” as they write responses to sources that they have read, citing evidence to support their analysis, opinion, or research findings. Each week students use the provided collection of texts to complete a short research project. Analytical writing instruction is provided as students are asked to write in responses to a source or collection of sources. Additionally, writing process is taught beginning in the primary grades with instruction provided on narrative, opinion and informative writing.

Reading Wonders is a program for today’s demands and provides teachers with the tools necessary to prepare students for the challenges they will encounter in middle and high school. The instructional core of this program is the Reading/Writing Workshop, a book of “short reads”. This student book is the instructional tool that is used to provide explicit instruction and modeling of close reading. Students learn to access complex text by using text evidence as they read and reread for deeper meaning. Their first guided practice involves collaborative conversation around the text with partners and in small groups. Included in the Reading/Writing Workshop is a grammar handbook that serves as a quick reference tool for students as they write. Following the instruction found in the Reading/Writing Workshop, students have the opportunity to apply what they have learned and build stamina in the Literature Anthology and leveled readers. Reading Wonders, available in print and digitally, is a program built on the CCSS that provides teachers and students with the tools they need to master the CCSS.

Ib. Teacher components of the Comprehensive Core Reading Program

(Please include the format description of each item & alignment with scientifically-based reading research.)

All Core Teacher Components are available digitally and in print

Reading Wonders was built on the CCSS and designed to support whole and small group instruction to prepare students for College and Career Readiness.

Teacher Editions (K-6) One teacher’s edition per unit with explicit instruction and scaffolding focused on the text and avoiding other distracting features. There are 10 unit teacher editions in Kindergarten and 6 unit teacher editions in grades 1-6.

Reading Writing Workshop Big Books (K-1) Fiction and nonfiction texts in big book formats for shared reading and whole group instruction and collaborative guided practice in applying the foundational skills. The visuals and concepts presented provide the foundation for teaching collaborative conversations to students beginning in Kindergarten.

Literature Big Books (K-1) Literature and Informational Text selectoins for shared reading and whole group instruction. The big books provide development of concepts as students are provided opportunities to access complex text through listening. Teachers use the big books to model exploring the text at a deeper level, developing the foundation for close reading skills.

Ic. Student component of the Comprehensive Core Reading Program

(Please include the format description of each item and alignment with scientifically-based reading research.)

All Core Student Components are available digitally and in print

The core student components focus on individualized, student learning. A variety of engaging texts are comprised of 50% literary and 50% informational titles. Reading Wonders also provides instruction and practice needed to scaffold students to access complex text, draw evidence from the text, to explain that evidence orally and in writing weekly. Students will



engage in collaborative conversations within whole group, small group and with partners to support listening and speaking skills.

Kindergarten :

Reading/Writing Workshop

The core student tool for K is comprised of 11 Reading/Writing Workshop student books. The books are non-consumable, soft cover and are each used for 3 week units. This book is used as teachers provide instruction in the foundational skills and students apply them.

First Grade:

Reading/Writing Workshop

There are 4 Reading/Writing Workshop non-consumable books in first grade. The first 3 books are soft cover to be used with units 1-3 and the 4th book is a hardcover non-consumable book to be used with units 4-6. The Reading/Writing Workshop is used as teachers provide instruction in the foundational skills and students apply them in this book.

Literature Anthology

There are 4 Literature Anthologies in first grade. The first 3 are soft cover non-consumable used with units 1-3 and the 4th book is hardcover to be used with units 4-6. The Literature Anthology provides an opportunity for students to apply what they have learned in the Reading/Writing Workshop through engaging literature that are comprised of anchor and extended complex text.

Grades 2-6:

Reading/Writing Workshop

One of the core student tools for grades 2-6 is the Reading/Writing Workshop student book. There is one Reading/Writing Workshop text for each grade. The Reading/Writing Workshop is a book of short complex texts to be used as students learn the meaning of “close reading” through reading and focused re-reading. Minilessons for teaching, modeling and guided practice opportunities are included.

Literature Anthology

The Literature Anthology is a hard cover non-consumable book that gives students the opportunity to apply what they have learned in the Reading/Writing Workshop and build reading stamina. The Literature Anthology provides engaging literature, paired reads on one concept which are a part of the collection of text for that week including the anchor text. Specific texts in the Literature Anthology are identified as extended texts.

Leveled Readers (K-6)

The Leveled Readers are used to provide students with the opportunity to apply skills/strategies and vocabulary taught to text at their instructional level. Each leveled reader has a main text and a paired selection revolving around the week's concept. Additionally, they are designed to provide scaffolding to accelerate students to the next reading level. The Leveled Readers include support for approaching, on, English Language Learners and beyond levels of readers.

DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

Ancillary Teacher Materials:



Spelling Practice Book (1-6) Daily spelling practice (digital)

Grammar Practice Book (1-6) Daily grammar practice (digital)

Your Turn Practice Book (K-6) Daily practice on weekly skills on-level (print and digital) approaching-, beyond- (grades 1-6), and ELL-level (grades K-6) reproducible for leveled practice (digital)

Large Alphabet and Sound/Spelling Cards (K-6) (print and digital)

Small Alphabet and Sound/Spelling Cards (K-2) (print)

Retelling Cards (K-2) Weekly color retelling cards with modeled and guided instruction (Grades K&1 print and digital) (Grade 2 digital)

Teaching Posters (K-1) Posters that support Start Smart, Literary Elements, Text Features, Comprehension Graphic Organizers and Celebrations (print and digital)

Interactive Read-Aloud Cards (K-2) Weekly color cards with stories for listening comprehension and vocabulary instruction on the back of each card to extend oral vocabulary instruction. (print and digital)

Home School Connection (K-6) Weekly parent letters and activities. (digital)

Workstation Activity Cards (K-6) Four sets of weekly activity cards with activities supporting science, social studies, reading, writing and word study. Offered in multiple levels for differentiated learning. (print and digital)

Small Groups A How-To Guide (K-6) A guide to managing small group instruction. (digital)

Student Contracts (K-6) Weekly activity checklists to aid in small group management. (digital)

Vocabulary Cards (1-6) Support vocabulary instruction (digital)

Handwriting Book (K-6) Lessons to support handwriting instruction (digital)

Assessment Handbook (K-6) A guide to understanding Reading Wonders assessments (digital)

Screening, Diagnostic, Placement (K-6) – Assessment to use for placement into small groups. (digital)

Weekly Assessments (1-6) Weekly and leveled assessments with new reads (print and digital)

Unit Assessments (K-6) Unit assessments including rubrics and model papers (print and digital)

Benchmark Assessments (K-6) Benchmark assessments including rubrics and model papers (print and digital)

McGraw-Hill Assessments (K-6) Online Assessment including test generator/reporting and more. (digital)

Tier 2 Teacher's Guide (K-6) Instruction and practice for phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing/grammar. (digital)

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

Ancillary Student Materials:

Your Turn Practice Book (K-6) Daily practice of weekly skills on-level (print and digital) approaching-, beyond- (grades 1-6) and ELL-level (grades K-6) reproducible for leveled practice (digital)



Reading Response Boards (K-6) Student manipulative to support practice of key skills (print and digital)

Spelling Practice Book (1-6) Provides daily phonics and word study/spelling practice. Teachers can provide copies of the sheets for students to complete and use the practice pages on an interactive board or assign to students to complete online, submitting complete practice to teacher. (digital)

Grammar Practice Book (1-6) Provides daily grammar practice of concepts and skills. Teachers can make copies or students can complete practice online and submit to the teacher. (digital)

Large Alphabet and Sound/Spelling Cards (K-6) These cards provide the letters with visual representation of the sounds as well as spelling patterns of a particular sound. (print and digital)

Small Alphabet and Sound/Spelling Cards (K-2) These are lenticular cards that provide the students the visual tongue placement when producing a particular sound (print and digital)

Word Building Cards (K-2) These are small cards with individual letters, blends and diagraphs on cards that students can manipulate. (print and digital)

High-Frequency Word Cards (K-6) These are word cards for students to use as they practice mastering high frequency words. (print and digital)

Visual Vocabulary Cards (K-6) These are cards that provide visual representations of the vocabulary words with the words. They provide teachers with research-based instruction on the back of the card, to support the meaning of the words. (print and digital)

Photo Cards (K-2) These cards provide support for teachers as they provide instruction in phonemic awareness and phonics. (print and digital)

Classroom Library Trade Books (1-6) These libraries provide additional extended texts for students to use as they read independently or use for class/group novel studies. There are 24 leveled titles per grade beginning in first grade. (print)

2c. Does your program have a companion intervention included with this submission?

The McGraw-Hill Reading Wonders includes a built-in Strategic Tier 2 Intervention within its program. Multiple activities identified for Tier 2 students can be found in the Approaching Level Small Group (yellow) pages of the Reading Wonders Teacher Editions. Prompts on the Weekly Assessment spread in the Teacher Editions refer teachers to the Placement and Diagnostic Assessment component for help in designating students requiring intervention. Additional worksheets and other teacher support for Tier 2 students are also available online.

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? *Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).*

In your description, please address the following:



Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.
- Teacher instruction in the administration and interpretation of assessment that accompany the program.
- Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.

Initial and Ongoing Professional Development Customized to meet the needs of Teachers, Literacy Coaches and Principals: The following sessions are available and provided upon request to districts using McGraw-Hill Education-Reading Wonders. These complimentary sessions are program-specific and designed to assist classroom teachers, reading specialists, reading coaches and administrators in implementing and effectively using the program to increase student achievement. Sessions will be customized to meet district needs.

Program Overview for Classroom Teachers:

The initial overview provides teachers with a thorough orientation of McGraw-Hill Education-Reading Wonders. The session translates research into practice and is customized to meet district needs. Topics include the following:

- Alignment to Research and Best Practices
- Alignment and transition to the Common Core State Standards
- Program Components
- Instructional Design
- Lesson Planning
- Differentiated Instruction
- Classroom Organization and Management
- CCSS assessment
- Using Assessment to Inform Instruction
- The Reading/Writing Connection

Sessions will be customized to address grade-specific issues.

Follow-Up Program Training:

Following the initial training and implementation, McGraw-Hill Education representatives and designated district and school personnel will determine a plan for additional complimentary training. The follow-up training will include topics, but are not limited to the following:

- Pacing
- Differentiated Instruction
- Flexible Grouping
- Classroom Management
- Using Leveled Readers
- Assessment Options
- Using Assessment to Inform Instruction
- Intervention
- Meeting the Needs of English Language Learners

Additional sessions can be provided based on district needs.

Principal/Administrator Training:

This complimentary session is designed to assist district's educational leadership in supporting and monitoring the implementation of McGraw-Hill Education-Reading Wonders. The session highlights theory and research, applies it to best practices in the classroom and includes topics such as:

- Overview of McGraw-Hill Education-Reading Wonders
- Alignment to Research and Best Practices